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ABSTRACT

The content and objectives of the Pacesetter Spanish course, developed by the College Board, are compared with those of the "National Standards for Foreign Language Learning: Preparing for the Twenty-First Century," published in 1996 and are generally adopted by the foreign language teaching community. The comparison begins with the curricular focus, noting the correspondence between the course's three specific outcomes and the five goals stated in the "Standards." Next, ways in which the Pacesetter course meets the national standards' goals in grades eight and twelve are assessed by comparing sample progress indicators in the standards and Pacesetter course outcomes statements for the same grade levels. Finally, two modules of the Pacesetter Spanish unit 1 are described and compared with progress indicators from the national standards. It is concluded that there is a high degree of concordance between the course and the national standards. It is noted that the Pacesetter Spanish course is designed as a high school course, whereas the standards envision longer sequences of study and present twelfth-grade progress indicators that may be difficult for Pacesetter Spanish students to achieve. (MSE)

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Crosswalks: Pacesetter Spanish and the National Standards

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PACESETTER SPANISH and the National Standards

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Crosswalks: PACESETTER Spanish and the National Standards

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Crosswalks: PACESETTER Spanish and the National Standards

This booklet compares the content and objectives of the Pacesetter Spanish course with the goals of the *National Standards for Foreign Language Learning: Preparing for the Twenty-First Century*, published in 1996, and represents an initial effort to evaluate the extent to which concordance exists between the National Standards and the Pacesetter reform effort.

An Historical Overview

The last 10 years have witnessed exceptional growth in foreign language enrollment and a vigorous, ongoing movement to refine and further codify the goals of foreign language instruction. The publication in 1982 of Proficiency Guidelines by the American Council on the Teaching of Foreign Languages (ACTFL) served as a catalyst for the proficiency movement of the 1980s and 1990s. The Proficiency Guidelines focused on the four key language skills: listening, speaking, reading, and writing. While recognizing the importance of other goals of language learning, such as developing a sensitivity to other cultures, the Guidelines did not expressly address these goals.

Building on the Guidelines, work began in 1993 on the development of National Standards for foreign language instruction. Unlike the National Standards adopted by some disciplines, the *Standards for Foreign Language Learning* document was almost universally accepted by the foreign language teaching community. More than 40 professional organizations participated in this process.

The 1996 National Standards, supported in part by federal funding, did address a broad range of goals for foreign language learning. The Standards document:

- Addresses language education in grades K through 12;
- Is "generic" in that it is not language-specific but is applicable to the teaching of all foreign languages;
- Targets three key grades: 4, 8, and 12; and
- Envisions extended sequences of study beginning in elementary school.

The development of the Pacesetter Spanish course by the College Board was almost contemporaneous with the three-year effort leading to the publication of the National Standards. While the Standards encompass grades K through 12, the Pacesetter Spanish course was conceived of as a third-year course in a traditional language sequence beginning in grade 9 or 10.

A Comparison of the Curricular Focus in PACESETTER Spanish and the National Standards

The Standards document sets forth a vision of "what students should know and be able to do with another language." To attain these Standards, students must be provided with opportunities to "explore, develop, and use communication strategies, learning strategies, critical thinking skills, and skills in technology, as well as the appropriate elements of the language system and culture." An overarching goal of the Standards is that students will develop and refine higher-order critical thinking skills such as analysis and problem solving. Students should learn to identify, organize, and analyze cultural issues and problems and be able to arrive at informed conclusions, give informed opinions, and propose solutions.

The Standards recognize that students learn most effectively when they are challenged by interesting topics and ideas. The sources for these learning experiences can come from the wider school curriculum in the sciences, mathematics, the arts, and social studies. The Standards recommend that students be provided access to a variety of technologies and media and be encouraged through use of them to improve their linguistic skills, interact with peers around the world, and learn first-hand about target cultures.

The Standards are organized around five goals: communication, cultures, connections, comparisons, and communities. Within each of these goals, two or three content standards describe the knowledge and abilities that all students should acquire by the end of high school. For each content standard in the National Standards document, sample progress indicators are provided for grades 4, 8, and 12. These progress indicators specify student activities and behaviors and are designed to serve as benchmarks to aid teachers in assessing their students' progress toward achievement of the Standards.

The key characteristics of the Pacesetter Spanish curriculum are the integration of culture, language, and literature based on a central theme; focus on the use of language to explore, investigate, describe, discuss, and analyze cultural information; use of a variety of authentic print, audio, and other sources; a holistic approach to reading and writing; an emphasis on the use of language as a vehicle for lifelong learning; and an interdisciplinary approach to the acquisition of knowledge.

It should be emphasized that the Pacesetter Spanish course is not grammar driven. Language learning takes place within the context of oral and written activities and readings. Teachers may, of course, supplement Pacesetter course materials with grammar drills or exercises from basic texts, review grammars, or teacher-designed materials. Each module is accompanied by notes to the teacher indicating the important grammatical and lexical elements emphasized in the module.

Course Outcomes for PACESETTER Spanish

The Pacesetter Spanish course specifies three outcomes that all students should realize:

Outcome 1: Use language to acquire additional knowledge in any area appropriate.

Outcome 2: Gain a better understanding of one's own and other cultures by (a) developing knowledge of *facts* about target cultures, (b) observing the *arts* of target cultures, and (c) discovering the *meanings* important to cultures so that greater sensitivity and awareness may develop.

Outcome 3: Use and understand oral and written Spanish in a culturally acceptable manner in order to participate effectively in everyday situations at home and abroad.

Goals of the Standards for Foreign Language Learning

Communication: Communicate in languages other than English.

Cultures: Gain knowledge and understanding of other cultures.

Connections: Connect with other disciplines and acquire information.

Comparisons: Develop insight into the nature of language and culture.

Communities: Participate in multilingual communities at home and around the world.

The first three goals set forth in the National Standards document are in almost perfect concordance with the three course outcomes specified for Pacesetter Spanish:

- Connections and Pacesetter Outcome 1 share the objective that students use their newly learned language to acquire information in a variety of disciplines from diverse sources.
- Cultures and Pacesetter Outcome 2 have as their objective the development of students' understanding of, and sensitivity toward, other cultures.
- Communication and Pacesetter Outcome 3 both emphasize the development of students' productive and receptive language skills.
- Communities is reflected in Pacesetter Outcomes 2 and 3.
- Comparisons is partially reflected in Pacesetter Outcome 2.

Although there are no specific Pacesetter outcomes that correspond to the communities and comparisons goals of the National Standards, both goals are implicit in the content and activities of the various units of Pacesetter Spanish and are reflected in the subheadings within other outcomes. For example, activities in the very first Pacesetter unit focus on

immigration and the condition of Hispanics in the United States (communities), and Pacesetter students are routinely asked to contrast the behaviors of North Americans and Hispanic peoples in a variety of circumstances (comparisons).

Further, the seventh item under Pacesetter Outcome 2 states: "Student is called upon to interact, with limited social competence, within the Hispanic culture at home and abroad, exhibiting sensitivity to common rules of etiquette and customs." This outcome clearly reflects the communities goal in the Standards document.

In the following pages, each of the content standards specified within the five goals outlined in the Standards document is briefly stated, accompanied by a short explanation of how the Pacesetter Spanish course meets each content standard. Then, in chart format, adapted National Standards sample progress indicators are compared with the Pacesetter outcome statements to illustrate areas of convergence between the Standards and Pacesetter.

The progress indicators are compared with the Pacesetter outcomes because, although the progress indicators are intended to be sample benchmarks of student progress, they are representative of the outcomes envisioned by the developers of the National Standards at key grade levels. In the comparative charts, where a National Standards progress indicator is directly parallel to a Pacesetter outcome statement, the outcome statement is preceded by a "○." Where a progress indicator is not directly comparable to an outcome statement but is reflected in the content and activities of the Pacesetter unit, the descriptive statement is preceded by a "★."

Following the comparison of the progress indicators and the outcome statements, one Pacesetter Spanish unit is then described and compared with the relevant National Standards progress indicators. The discussion then turns to a brief consideration of assessment in the National Standards and in Pacesetter Spanish.

How PACESETTER Spanish Meets the National Standards

Goal: Communication

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Throughout the Pacesetter course, students ask and answer questions about themselves and others, about the school setting, and about their families, homes, and pastimes. They are encouraged to express their feelings about local and world events, to react to the opinions of others, and to engage in exchanges of opinion in pairs, in small groups, and in more formal settings. Students interview peers and others on a variety of topics.

National Standards Sample Progress Indicators	PACESETTER Spanish Course Outcomes Statements
Grade 8	
○ Students follow and give directions for participating in age-appropriate cultural activities and investigating the functions of products of the target culture. They ask and respond to questions for clarification.	○ Students explain simple activities, including giving instructions. ○ Students seek information, clarification, or assistance from others.
○ Students share information about personal events, memorable experiences, and other classes with peers and/or members of the target culture.	○ Students describe past and present experiences.
○ Students compare, contrast, and express opinions and preferences about the information gathered regarding events, experiences, and other classes. ○ Students acquire goods, services, or information orally and/or in writing. ○ In groups, students discuss and propose solutions to issues and problems related to the school or community.	★ Although not explicitly reflected in an outcome statement, students routinely use stimulus materials in Pacesetter units, together with information from other sources, and analyze, discuss, and formulate statements of opinions and preferences.
Grade 12	
○ Students discuss, orally or in writing, current or past events that are of significance in the target culture or that are being studied in another class.	○ Students are asked to relate historical, economic, cultural, political, geographic, and environmental information on Spanish-speaking countries to their work in social studies, English, and other areas of the curriculum and to their personal lives.
○ In groups, students discuss and propose solutions to issues and problems that are of concern to members of their own and the target cultures.	★ Although not explicitly reflected in an outcome statement, students research, discuss in small groups, and propose solutions to problems of universal concern, such as the environment and job opportunities, with a focus on Spanish-speaking countries.

○ Students share their analyses of and personal reactions to expository and literary texts with peers and/or speakers of the target language.	★ Every Pacesetter unit presents authentic expository and/or literary texts that students analyze, discuss, and react to in small groups and before the entire class.
○ Students express, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.	★ Students are encouraged to react to oral and written texts and works of art and to exchange opinions in pairs and small groups on topics of historical and cultural interest.

Goal: Communication

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Pacesetter Spanish provides students with many opportunities to hear speech in different registers on both formal and informal topics. They listen to interviews, speeches, advertisements, and stories. The written materials provided are authentic, unaltered texts representative of a variety of genres. Students read both journalistic and scientific prose, poetry, and essays.

National Standards Sample Progress Indicators *Note: Progress indicators for grade 8 are subsumed under those for grade 12.	**PACESETTER Spanish Course Outcome Statements**
Grade 12	
○ Students demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.	○ Students are asked to interpret overall meaning and some details of authentic connected discourse on a number of familiar topics pertaining to different times and places.
○ Students demonstrate an understanding of the principal ideas in nonfiction articles in newspapers, magazines, and e-mail on topics of current and historical importance to members of the target culture.	★ Pacesetter students read, analyze, and discuss contemporary and historical documents and journalistic prose.
○ Students analyze the main plot and subplot and the characters, their descriptions, roles, and significance in authentic literary texts.	★ Spanish and Latin American poetry, excerpts from novels, and essays are read, analyzed, and discussed throughout the course.

○ Students demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal settings.	○ Students are asked to derive meaning from documents, announcements, broadcasts, and lectures. ○ Students are asked to derive meaning from interactions with speakers of Spanish inside and outside the classroom setting.
○ Students demonstrate an increasing understanding of the cultural nuances of meaning in expressive products of the culture, including selections from various literary genres and the visual arts.	★ Pacesetter introduces students to poems, stories, and artworks, then focuses their attention on the subtleties of cultural expression represented in these works.

Goal: Communication

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Individually, in pairs, and in groups, Pacesetter Spanish students prepare and deliver oral and written reports on cultural, social, and scientific topics. They prepare videos, collages, and other artistic representations of important concepts and ideas for presentation to their peers and others.

National Standards Sample Progress Indicators	**PACESETTER Spanish Course Outcome Statements**
Grade 8	
○ Students present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language for a school-related event such as a board or PTA meeting.	★ Students write poems and imaginary conversations with historical figures and recite authentic poetry.
○ Students make tape- or video-recorded messages to share with their peers and/or members of the target culture on topics of personal interest.	★ Students prepare videos, brochures, or posters about themselves, historical figures, important events, or global problems.
○ Students prepare stories or brief written reports about personal experiences, and events or other classes to share with their peers and/or members of the target culture.	○ Students are given opportunities to discuss their personal and family backgrounds and to describe people, places, objects, and situations.

○ Students prepare an oral or written summary of the plot and characters in selected pieces of age-appropriate literature.	★ Pacesetter students read and analyze culturally authentic literature.

Grade 12

○ Students perform scenes from plays and/or recite poems or excerpts from short stories related to a topic from another discipline such as world history, geography, the arts, or mathematics.	★ Pacesetter literary selections usually relate to issues of historical or social importance. Students recite and dramatize any number of these works.
○ Students perform scenes from plays and/or recite poems or excerpts from short stories familiar to speakers of the target language.	★ The Pacesetter Spanish course includes numerous Spanish and Latin American poems, short stories, and essays that students read and recite.
○ Students create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.	★ Pacesetter provides culturally authentic models that students use as inspiration for their own creative works.
○ Students select and analyze expressive products of the target culture, including literary genres and the fine arts.	★ Pacesetter students study, analyze, and comment on poems, stories, essays, and works of art from Spain and Latin America.
○ Students summarize the content of an article or documentary intended for native speakers and then discuss the topic via e-mail with other speakers of the language.	
○ Students write a letter or article for a student publication describing and analyzing an issue.	★ Students write letters and articles to newspapers and individuals based on stimuli presented in Pacesetter units.
○ Students prepare a research-based analysis of a current event from the perspective of both the U.S. and target culture.	★ A goal of Pacesetter is to integrate learning. Issues of social and global significance are studied. Local and Hispanic resources are tapped for the development analyses.

Goal: Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of the cultures studied.

From the first unit in Pacesetter, students practice being careful observers of themselves and their peers. They discuss their own behaviors and compare them to the behaviors of their peers, their elders, and those of other cultural groups.

National Standards Sample Progress Indicators *Note: Progress indicators for grade 8 are subsumed under those for grade 12.	**PACESETTER Spanish Course Outcome Statements**
Grade 12	
○ Students interact in a variety of cultural contexts that reflect both peer-group and adult activities within the culture studied, using the appropriate verbal and nonverbal cues.	○ Students are asked to compare and contrast aspects of Hispanic culture(s) with their own culture, including verbal and nonverbal behavior, in areas such as current events, geography, and historical highlights.
○ Students learn about and participate in age-appropriate cultural activities such as games, sports, and entertainment.	○ Students are called upon to recognize and describe similarities and differences in adolescents' customs throughout the world in areas such as music and fashion.
○ Students identify, analyze, and discuss various patterns of behavior or interaction typical of the target culture.	○ Students are asked to recognize and describe the similarities and differences in customs between the home and target culture(s) without making value judgments about them.
○ Students identify, examine, and discuss the relationships between cultural perspectives and socially approved behavioral patterns.	

Goal: Cultures

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Pacesetter students are regularly introduced to the products of Spanish culture. Literature in various genres, recordings, expository prose, and works of popular, classical, and folk art and their importance to the culture are studied and discussed.

National Standards Sample Progress Indicators *Note: Progress indicators for grade 8 are subsumed under those for grade 12.	PACESETTER Course Outcome Statements
Grade 12	
○ Students identify, discuss, and analyze such intangible products of the target culture as social, economic, and political institutions, and explore the relationships between these institutions and various cultural perspectives.	○ Students are asked to identify the contributions of contemporary as well as historical figures in the Spanish-speaking world in the fields of art, architecture, literature, music, science, math, economics, trade, and politics.
○ Students experience, discuss, and analyze expressive products of the target culture, including selections from various literary genres and the fine arts.	★ Every Pacesetter unit introduces students to culturally authentic literary and/or artistic products for discussion and analysis.
○ Students explore the relationships between the products, practices, and perspectives of the target culture.	

Goal: Connections

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Always within the context of Hispanic culture, Pacesetter Spanish students gain knowledge in disciplines such as sociology, geography, demography, history, ecology, anthropology, and economics as well as fine arts and literature. Students are encouraged to access Spanish language sources for information useful in other subject areas.

National Standards Sample Progress Indicators	PACESETTER Course Outcome Statements
Grade 8	
○ Students discuss topics from other classes in the target language, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information.	★ Among the topics students discuss and analyze are immigration, ecology, fine arts, historical figures, and mythology.
○ Students comprehend articles or short videos in the target language on topics being studied in other classes.	○ Students are asked to use learned strategies to derive meaning from documents, announcements, broadcasts, and lectures.

○ Students present reports in the target language, orally and/or in writing, on topics being studied in other classes.	○ Students are asked to express meaning in oral and written reports. ★ Content for student reports comes from the natural and social sciences and the arts.

Grade 12

○ Students discuss topics from other classes in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.	★ Various Pacesetter Spanish units deal with history, the environment, politics, and other school subjects. Discussion is a key element in each unit.
○ Students acquire information from a variety of sources in the target language about a topic being studied in other classes.	○ Students are asked to find and use a variety of resources to build and expand their knowledge of Spanish.
○ Students combine information from other classes with information available in the target language to complete assignments in the foreign language classroom.	○ Students are asked to use the knowledge and skills acquired in other areas of the curriculum to acquire additional knowledge and skills in Spanish.

Goal: Connections

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

In Pacesetter Spanish, critical issues such as environmental protection are viewed from different national and international perspectives. Major historical events are seen through the eyes of various protagonists. Wars and conquests and their results are considered from the standpoints of both victor and vanquished. Students research and discuss the issues, take sides, interview adults, debate, read original documents in the target language, and compose position papers.

National Standards Sample Progress Indicators *Note: Progress indicators for grade 8 are subsumed under those for grade 12.	**PACESETTER Course Outcome Statements**

Grade 12

○ Students use a variety of resources designed for same-age speakers of the target language to prepare reports on	★ Students are encouraged to use resources in the target language via the Internet, e-mail, or correspon-

topics of personal interest or topics with which they have limited previous experience. They then compare the information they have gathered to information in English on the same topics.

dence as well as resources in English. They are asked to analyze information from the point of view of a member of the target culture.

Goal: Comparisons

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard is not directly addressed in Pacesetter Spanish. It is expected that students will have done much contrastive linguistic work prior to taking the Pacesetter Spanish course.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Throughout Pacesetter Spanish, students see, hear, and read culturally authentic materials and are asked to compare and contrast various aspects of Hispanic culture with their own. For example, students observe how the media in the United States and the media in Hispanic countries view the same event. Other activities require students to observe the behaviors and customs of their peer group and to recognize the similarities and differences between themselves and peers in the target culture.

National Standards Sample Progress Indicators *Note: Progress indicators for grade 8 are subsumed under those for grade 12.	**PACESETTER Course Outcome Statements**
Grade 12	
○ Students analyze the relationships between perspectives and practices in the target culture and compare and contrast these with their own.	○ Students are asked to recognize and describe the similarities and differences in customs between the home and target culture(s) without making value judgments about them.
○ Students analyze the relationships between products and perspectives in the target culture and compare and contrast these with their own.	○ Students demonstrate an understanding of Hispanic cultures within the context of other cultures.
○ Students identify and analyze cultural perspectives as reflected in a variety of literary genres.	★ Students analyze cultural perspectives in Hispanic poetry, short stories, essays, and excerpts from novels.

Goal: Communities

Standard 5.1 Students use the language both within and beyond the school setting.

Item seven of Pacesetter Outcome 2 states:

> Student is called upon to interact, with limited social competence, within the Hispanic culture at home and abroad, exhibiting sensitivity to common rules of etiquette and customs.

Various Pacesetter activities ask students to interview members of the local Hispanic community or visiting Hispanic students. Students are urged to use the fax and Internet to make direct contact with peers in Spanish-speaking countries. Students are made sensitive to aspects of language use such as register and gesture to ensure culturally appropriate interactions.

National Standards Sample Progress Indicators *Note: Progress indicators for grade 8 are subsumed under those for grade 12.	**PACESETTER Course Outcome Statements**
Grade 12	
○ Students consult various sources in the target language to obtain information on topics of personal interest.	★ Students are encouraged to identify and use authentic Hispanic sources other than texts in their individual and small-group activities.
○ Students play sports or games typical of the target culture.	
○ Students read and/or use various media from the target language and culture for entertainment or personal growth.	○ Students are asked to structure discourse effectively in a cross-cultural manner appropriate to participants, topics, and the physical situation.
○ Students establish and/or maintain interpersonal relations with speakers of the target language.	
○ Students participate in cultural events and social activities sponsored by members of the target culture.	★ Students are exposed to audio and video presentations within the Pacesetter course and are encouraged to participate in cultural events and activities sponsored by members of the target culture.
○ Students listen to music, sing songs, or play musical instruments from the target culture.	

A Comparison of PACESETTER Spanish Unit 1 with Relevant National Standards

Pacesetter Spanish: Unidad 1 ¿Nos Conocemos?

Unidad 1: Módulo 1

The language functions stressed in this module are asking and answering questions, expressing likes and dislikes, describing, and comparing. In the first activity, students are presented with the images of two women, the Mona Lisa and the television host Cristina. Students are asked to describe and compare the two in terms of appearance and personality, requiring them to speculate and infer. Students work in pairs and in larger groups. The second activity requires students to express their likes and preferences with regard to hobbies and pastimes. They must work with partners, ask and answer questions, and then write up their observations. The third activity presents students with a recorded conversation between an elderly couple. Pairs of students discuss what they heard, describe their own circumstances and young and old people whom they know, and give their reactions to the opinions expressed in the conversation. The fourth activity asks each student to create a collage and compose a description of him- or herself.

Progress Indicators:
Standard 1.1

- Students ask and answer questions about topics such as their families and school events.
- Students share their likes and dislikes with each other and the entire class.
- Students exchange descriptions of people and tangible products from the target culture.
- Students exchange, support, and discuss their opinions and individual perspectives with peers.

Standard 1.2

- Students demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, and presentations in the target language.

Standard 1.3

- Students prepare stories or brief written reports about personal experiences.

Standard 2.1

- Students observe, analyze, and discuss patterns of behavior typical of their peer group.

Unidad 1: Módulo 2

The language functions stressed in this module are making inferences and predictions, asking and answering questions, and describing people, places, and feelings. The content focuses on immigration and the Spanish-speaking peoples of the United States. In the first activity, students listen to a recording of an interview with an immigrant from Mexico. They are instructed to listen for overall understanding as well as for specific details. Students work in small groups and discuss similarities and differences between the experiences of the woman on the tape and those of their own families. The second activity presents students with both the recorded and print versions of a poem written by an undocumented immigrant about his experiences. Students record their interpretations of the poem and, finally, imagining themselves to be an undocumented immigrant, write a letter home describing their experiences.

The third activity centers on reading articles from a New York City Spanish-language newspaper. Students work in small groups, each group choosing an article. They then prepare oral presentations on the articles for the entire class. Last, they write an article of possible interest to readers of the newspaper. The fourth activity requires students to study graphs, charts, and other census data and to read an article on immigration and ethnicity. They work in small groups and discuss the data and their implications. The final project for Unidad 1 is the preparation of either a biography or autobiography in any medium the student prefers—print, video, etc.—or a collage on the immigrant experience accompanied by an explanatory text.

Progress Indicators:
Standard 1.1

- Students ask and answer questions.
- Students exchange descriptions of people and tangible products of the target culture.
- Students share their analyses of and personal reactions to expository and literary texts of interest to their own and the target cultures through group work.

Standard 1.2

- Students demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events in the target culture.
- Students demonstrate an understanding of the principal details of nonfiction articles in newspapers, magazines, and e-mail on topics of current and historical importance to members of the target culture.

Standard 1.3

- Students select and analyze expressive products of the culture from literary genres or the fine arts.
- Students prepare an oral or written summary of the plot and characters in selected pieces of age-appropriate literature.
- Students summarize the content of an article or documentary intended for native speakers.
- Students write a letter or an article describing and analyzing an issue for a student publication.

Standard 2.1

- Students identify, analyze, and discuss various patterns of behavior or interaction typical of the target culture.

Standard 2.2

- Students experience (read, listen to, observe, perform), discuss, and analyze expressive products of the target culture, including selections from various literary genres and the fine arts.

Standard 3.1

- Students acquire information from a variety of sources in the target language about a topic being studied in other classes.

Standard 4.2

- Students identify and analyze cultural perspectives as reflected in a variety of literary genres.

Standard 5.1

- Students present information about the target language and culture to others.
- Students write and illustrate stories to present to others.

Assessment in Pacesetter Spanish and the National Standards

The National Standards document states: "The key question of what students know and are able to do at any level in their studies entails assessment. The variable of language experience and development will have to be constantly monitored so that students and their teachers have a clear understanding of how they are progressing."

Pacesetter emphasizes that

> Assessment of course outcomes is integrated into the course itself. The assessments suggested for evaluation look as much at product (what students know) as they do at what the student learned how to do (process of researching, gathering information, analyzing, and synthesizing). . . . All assessments are designed to provide an alternative approach to assessment beyond traditional tests, and rubrics are provided to assist teachers in holistically scoring these tasks. In Pacesetter Spanish there is provision for student self-assessment through learning logs and related journal activities . . . . In addition, work in pairs and small groups allows students opportunities to engage in peer assessment . . . . Local assessments help teachers and students be reflective of their work [and] assess their effectiveness as teachers or learners . . . . End-of-course standardized assessments play an important role as well.

Pacesetter provides a rich array of tools for both formative and summative assessments including portfolios and self-assessments. Through publications and workshops, teachers are given guidance in developing and perfecting their own measures. Final assessments, consisting of integrated tasks, are developed by experienced Pacesetter teachers and measurement specialists and administered in Pacesetter classrooms.

Conclusion

The foregoing comparison of the Pacesetter Spanish course with the *National Standards for Foreign Language Learning* suggests that there is an exceptional degree of concordance between the Pacesetter Spanish course and the National Standards.

With the possible exception of one of the two standards under the Comparisons goal in the Standards document, Pacesetter and the Standards are virtually parallel. Standard 4.1, "Students demonstrate understanding of the nature of language through comparisons of the language studied and their own," is not explicitly reflected in Pacesetter, but is a necessary component of the grammar and vocabulary work done in conjunction with Pacesetter and, almost necessarily, included in course work preceding Pacesetter.

Students who successfully complete Pacesetter will have fully achieved most of the goals of the Standards. Nonetheless, it must be reemphasized that Pacesetter is designed as a third-level high school course. The Standards envision longer sequences of study and, therefore, present twelfth-grade progress indicators that may be difficult for some Pacesetter students to achieve.